

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mowmacre Hill Primary School
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	47.45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Matthew Peet Head Teacher
Pupil premium lead	Annemarie Timmins
Advisory Board lead	Helen Stockill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,545
Recovery premium funding allocation this academic year	£25,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£241,920

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Mowmacre Hill Primary School, irrespective of their background, COVID19 or any challenges they face, make good progress and achieve high attainment across all subject areas. The overall aim of our pupil premium strategy is to provide support disadvantaged pupils to achieve that goal. This also includes pupils being challenged further and enhancing their progress for those who are already high attainers.

We ensure that high-quality teaching is at the core of our approach. We also focus on areas in which disadvantaged pupils require the most support. It is evident that this will have the greatest impact on closing the disadvantage attainment gap. At Mowmacre Hill we believe that at the same time will benefit the non-disadvantaged pupils in our school. Alongside our intended outcomes that are detailed below, it is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will carefully consider the challenges that our pupils may face, such as those who require support with well-being and attendance or if they may be a young carer or supported by social services. The approaches we intend to implement which we have highlighted within this statement is also intended to support their needs, regardless of whether a child is disadvantaged or not.

Our strategy is integral to wider school plans for education recovery. Our approach will be in response to common challenges that have arisen and to individual needs. This holistic approach will be evidenced through continuous assessment and not based upon the assumptions about the impact of disadvantage. The approaches we have decided to embed, will complement each other to support all pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their work
- act promptly when an area of need has been identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal assessments indicate that the writing attainment for 2020/2021 Summer 2 data among disadvantaged pupils is significantly below non-disadvantaged pupils (disadvantage pupils ARE 35%). 52% of children in year 6 that were recognised as disadvantaged reached ARE in writing by the end of

	<p>the academic year. Year 2 data identifies that 8% of children who are disadvantaged achieved the expected standard by Summer 2.</p> <p>On entry to reception in September 2021, 90% of the cohort arrived below age related expectations.</p>
2	<p>Improving Speech and language across the whole of the school</p> <p>Assessment, discussions and observations with pupils across both key stages indicate underdeveloped oral language skills and vocabulary gaps. This is evident from receptions screening data 0% of children presented as achieving expected expressive and receptive language.</p>
3	<p>Some pupils lack real world experiences to build knowledge, social skills and resilience. Research from the IDACI suggests that the Mowmacre Hill is in the top 3% of deprived areas in the country.</p>
4	<p>Assessment and observations indicate that the education and well-being of many of our disadvantaged pupils has been impacted by the partial closure of schools.</p> <p>These children are in need of support to ensure good mental health and well-being. In school this could manifest itself as anxious, withdrawn or disruptive behaviour in class. This has resulted in significant knowledge gaps across the curriculum.</p>
5	<p>Due to Covid-19 we have seen a huge increase in the need and support of the family support worker. There were 317 Child protection incidents recorded using Cpoms and there has also been an increased referral and support through the schools' early help offer due to circumstances changing. To support families' food parcels (72 in the last 12 months) have been supplied through the family support officer and also the requirement of support relating to mental health and domestic abuse.</p>
6	<p>Improve attendance for children that are eligible for pupil premium. Pupil premium attendance has increased slightly from 89.8% in 2019/2020 to 92.9% in 2020/2021. This still is well below government expectations of 96%.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve writing attainment for children across the school.	PP Pupils to receive extra support with reading and writing to help towards end of Key stage outcomes. Key stage 2 writing outcomes in 24/25, show that more than 65% disadvantaged pupils will meet the expected standard.
Children across the school to access Speech and Language Therapy.	Assessments and observations indicate significantly improved

	<p>oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Providing real life experiences for children who are eligible for pupil premium.</p>	<p>Children will receive partial financial support towards real world experiences.</p>
<p>Children who need support with Social, Emotional and Mental Health needs will receive support.</p>	<p>Children will receive targeted support by accessing ELSA, inclusion champion or the Family Welfare Officer. Pupils to show an improved mental wellbeing through support for SEHM needs.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations
<p>Improve attendance for children that are eligible for pupil premium.</p>	<p>Sustain attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - the average percentage of all children attending to be above 96% - the percentage of disadvantaged pupils who are persistently absent being below 20%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 36,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Zones of regulation</i> <i>Purchase and implement</i>	The EEF states that the potential impact of self-regulation approaches is high for a low implementation cost and is high evidenced based. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Disadvantaged children are less likely to use these strategies unless explicitly taught.	4
Intervention teacher will provide intervention for pupils in Year 6 and year 2 to ensure that they meet scaled score targets for KS1 and KS2 SATs. (MJ)	Ensuring PP children meet scaled score targets. Providing children the best possible opportunity to achieve their best end of KS2 SATs scores. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF identify that small group tuition is effective, when learning is targeted at children's specific needs and delivered by a qualified teacher .	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language Therapist to work with identified children to support their level of communication.	The Communication Trust: "There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that children with SLCN have difficulties across many areas of their lives." School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below.	2

<p>This support is delivered frequently to ensure that a maximum level of progress is achieved.</p> <p>SALT are also providing training for teachers and support staff to broaden skill set.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Children that require support from one of the ELSA's are identified by staff. Interventions are then designed to support the children's needs.</p>	<p>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP</p> <p>EEF social and emotional guidance suggests that this has a positive impact on academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 146,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A team has been employed to provide support for children with Social, Emotional and Mental Health needs. This team of staff provides in class support where relevant. They write behaviour plans, provide interven-</p>	<p>Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP.</p> <p>Due to COVID-19 children may return to school with additional SEHM needs that may include; family loss of income, bereavement, anxiety and worry.</p> <p>EEF social and emotional guidance suggests that this has a positive impact on academic progress.</p>	4

<p>tions and support families with any SEMH needs.</p> <p>This provides support for the whole school due to the potential impact of certain behaviours.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>M. Patel will work alongside the office staff to ensure that PP children are increasing their attendance.</p> <p>This level of support includes collecting the children from home, setting up attendance incentives and working alongside the FWO to support the families.</p> <p>There will be whole school attendance assemblies with incentives to encourage and promote children attending school.</p>	<p>Sutton trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.</p> <p>https://www.suttontrust.com/our-priorities/schools/</p>	6
<p>Each class to have a bagel for each child every morning. This will support the children's energy and ability to sustain focus during the morning session.</p>	<p>Reference to Maslow's hierarchy of needs-ensure children have a nutritious breakfast</p> <p>Attendance will improve for PP children as a result of this strategy. Providing the bagels, also supports engagement in learning and attainment. Our free Breakfast club is running, in which additional breakfast is provided.</p> <p>The Magic Breakfast founders outline the benefits of providing breakfast as hungry children cannot concentrate when hungry and therefore will affect children's well-being and academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_Magic_Breakfast.pdf</p>	6

<p>Education Welfare Officer to work alongside the Attendance officer to provide support for children not achieving 96% attendance.</p>	<p>The school is aiming to achieve 96% attendance. Sutton trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.</p> <p>https://www.suttontrust.com/our-priorities/schools/</p>	<p>6</p>
<p>The aim is to allow PP pupils to access new experiences which they otherwise would not be able to.</p> <p>The aim is to boost pupil's confidence and self-esteem. Furthermore, this will have a positive impact on their learning linked to the whole school curriculum.</p>	<p>Mowmacre Hill Primary theme for trips is identified as 'Looking beyond Mowmacre'. Many of our children do not have access to opportunities outside of the Mowmacre Hill Estate. Each year group strategically plans trips that can provide life experience, that they may not be exposed too. An example of this was Year 1 will visit Yorkshire Wildlife park. To allow them to investigate and explore a wider range of different types of animals kept in a conservation.</p> <p>F</p> <p>Among the many potential outcomes, research has shown that field trips:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011), <input type="checkbox"/> Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012). <input type="checkbox"/> Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992). <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>3</p>
<p>Work alongside children's families to ensure that there is increased support in school and in the home.</p>	<p>Demand from families wishing to access this support has continued to rise. FSO also plays a significant role in safeguarding children. The FWO supports the Attendance Officer and wellbeing team to ensure families are being included and communicated with during the process of improving support for pupils. FWO also is the foodbank coordinator.</p> <p>Maslow's hierarchy of need – ensure that children have basic needs met.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>

Total budgeted cost: £ 258,507

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of our online learning and technology which was provided to every child across the school. Below is an overview of some of the interventions and support we are able to offer.

Speech and Language

We saw a positive impact from the SALT interventions. COVID-19 has caused implications upon the time spent with children. However, the impact of this has been minimised through the increased use of technology and children supported online, enabling them to still receive their interventions as planned. This was supported by our staff members running sessions and also NHS Speech and Language.

Well-being team

Due to the pandemic it was evident that the well-being team were vital for the return of pupils and also the continued support during lockdown. Children were integrated back into school life better and were supported back into school gradually, with sessions being run of ELSA on teams to pupils at home and face to face for the vulnerable children that were in school continued their usual sessions each week. In addition to this, phone calls were also made each week to ensure the safety and care of all vulnerable children and families, ensuring safeguarding policies and procedures were still adhered to. Then Well-being team also work in partnership with outside agencies to ensure that children are cared for and all of their social, emotional and physical needs are met. During the pandemic, the well-being team delivered food parcels and run our own food bank.

Attendance officer and Educational Welfare Officer (EWO)

Due to COVID-19 attendance figures are not fully representative of the progress towards whole school goals last year. Due to COVID-19 the attendance focus will remain a strong focus for this academic year. The attendance officer holds weekly assemblies to enhance the support of pupils to attend school and also provides other incentives throughout the year. Attendance medals and trophies were given out at the end of the academic year as an incentive to encourage and motivate pupils' attendance. The attendance officer also works closely alongside the Educational Welfare officer (EWO) who attends half a day each week and also works with families to support any barriers that may prevent pupils from attending. Our

Attendance officer is also a DSL (Designated Safeguard Leader) who contacts families and makes home visits to ensure the welfare of the children and their families.

Providing real life experiences

Although most trips and experiences were unable to go ahead due to Covid-19. The children were still able to engage with experiences through the use of virtual meetings and interactions. We were also very lucky to be able to invite people into school, for example Year One were able to receive a visit from a company that provided a Victorian experience. Year 4 also invited visitors in for an Anglo-Saxon experience.

Bagels and Magic Breakfast

Attendance has improved for Pupil Premium children as a result of several strategies. Providing the bagels, also supports engagement in learning and attainment. Our free Breakfast club is running, in which additional breakfast is provided. This will continue to run, this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A